WHEATON SEMINARY

A Semi-Centennial Sketch

REFERENCE LIBRARY * HOUGHTON MIFFLIN CO. * BOSTON, MASS.
Archive
Collection

This book may not leave the Offices
and if borrowed must be returned within 7 days

Engd by A.H.Ritchie

Laban Wheaton

WHEATON SEMINARY;

A SEMI-CENTENNIAL SKETCH.

BY

LUCY LARCOM.

That our daughters may be as corner-stones, polished after the similitude of a palace.

PSALM cxliv. 12.

CAMBRIDGE:
Printed at the Riverside Press.
1885.

DEDICATED TO

The Memory

OF

ELIZA F. WHEATON,

BORN AT NORTON, APRIL 15, 1795.

MARRIED TO WOODBRIDGE STRONG, M. D., JUNE 27, 1826.

DIED AT BOSTON, MARCH 26, 1834.

WHEATON SEMINARY.

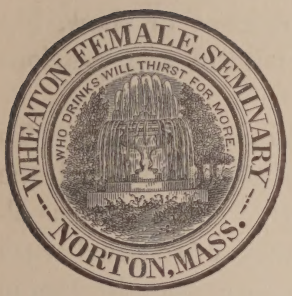
NORTON, BRISTOL COUNTY, MASSACHUSETTS.

ESTABLISHED IN 1835.
INCORPORATED IN 1837.

SEMI-CENTENNIAL ANNIVERSARY,

July 1st, 1885.

INTRODUCTORY.



On the seal of the Institution written of in this little book is engraved a fountain, with this motto:

"Who drinks, will thirst for more."

The seeker for wisdom knows well that unquenchable thirst which can only be satisfied for the moment, which deepens with the deepening draught. Superficial learning, mere fact-knowledge, may bring a passing self-satisfaction; but in receiving the true wisdom, the inner vision is strengthened and quickened: the soul feels its immortal need, and returns again and again to refresh itself at inexhaustible sources.

It is many years since the seal was engraved. They who designed it did not foresee how their thought would harmonize with the idea of the white figure glimpsed through the shrubbery of the Seminary grounds to-day, — Hebe at the fountain, holding out her cup to the passer-by.

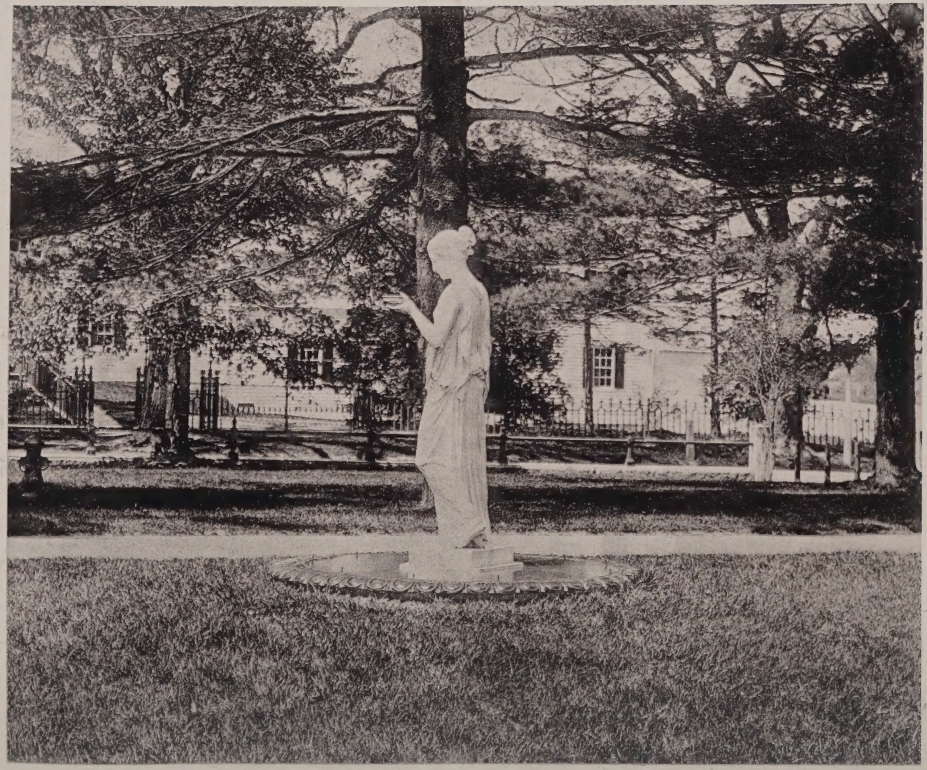
Among the Greek deities Hebe stands, not to fascinate or to win admiration, but for graceful and loving service. To us she expresses the fairest ideal of womanhood, — one who pours out for others the water of life, herself a living fountain of strength and sweetness and cheer.

And the womanhood this school idealizes and represents — for a school is also a person — is not a creature of mere ornament or show, but a being overflowing with faithful and gracious helpfulness.

This Hebe offers no intoxicating cup. To Minerva's intellectual gifts she would add the diviner wisdom of the heart. Her desire has always been to pour the freshness of spiritual truth through earthly knowledge, — a draught limpid and pure and sparkling with immortal aspiration, having its source in

> "Siloa's brook,
> Fast by the oracle of God."

The thought and hope of her youth have become the steady purpose of her mature years. Hebe stands at the fountain still, proffering the noblest help she can ever have rendered to any life, — that of inspiring within it an undying thirst for wisdom.



FOUNTAIN. FIGURE OF HEBE. SEMINARY GROUNDS.

WHEATON SEMINARY:

A SEMI-CENTENNIAL SKETCH.

THE inspiration to any truly noble work is felt through the whole history of that work, an invisible, pervading element, — its heart-throb, the breath of its life. The flower expands into unexpected beauty, with a sweetness which was always hidden at the root. And it is our highest incentive to difficult undertakings for the good of others, that the impulse toward such undertakings, having its source in something deeper and higher than that which is deepest and highest in ourselves, can never fail.

The prayer of consecration breathes on, bearing its heavenly freshness into desert regions where men neither dream of nor look for results; for He who inspires the prayer makes its answer sure, although fulfilment may not always be visible in the expected way.

But sometimes we have the satisfaction of watching the development of a beneficent endeavor from its beginning to complete and permanent success. And this we are permitted to do in reviewing the history of Wheaton Seminary, which began its life as a little struggling plant in the pleasant fields of Norton, fifty years ago.

The seed from which this harvest has ripened was sown in tears. All the gracious, generous life which embowers this spot had its roots in sorrow and death.

From a white mansion toward which the Seminary looks up the street through interlacing boughs of graceful elms, a beloved only daughter had gone as a bride, to brighten a new home for a few years and then fade away from earth forever. The father, now that there was no other way left to him of pouring out his affection upon his child, wished to erect a monument to her memory. One who stood very near to him and shared his grief said, "Why not make it a *living* monument? Why not establish here a school where other daughters shall grow to a worthy and beautiful Christian womanhood?" The suggestion took deep root in a heart tender

with sorrow; the thought became a promise, a resolve, a reality.

When the aged father died, the son[1] took up his work. He was an only son, and childless; and to him, and to the companion of his life, — for it is right to say here that a woman's wise counsels and earnest prayers and unwearying energy have sustained the school from the first, — the Seminary became both as a sister and a daughter. Whatever has been needed to make its character excellent and its work thorough has always been liberally furnished by the family of its founder.

The story of the school's origin has been fittingly narrated by one who was a teacher in the institution not many years ago,[2] in a poem read at the dedication of a new building in November, 1856.

The father stood by a new-made grave,
With an o'er-full heart and eye:
"What can I to thee, my daughter, give,
Now thou in thy grave dost lie?

"I 'll build thee a trophy proud and high,
And not of the sullen stone,

[1] Laban M. Wheaton, Esq. [2] Miss Mary E. Blair.

But of maiden-souls so white and pure;
O pearl of my heart, my own!

"I 'll gather them here in their lily-bloom;
To them shall thy dower be given:
May they be gathered with thee at home,
Sweet daughter of mine, in heaven!"

Oh, many the hearts in hall and bower
That, as oft to God they bow,
Recount with a tearful gush of joy
How the father kept his vow.

In God's fair land, where are no more dead,
Meet father and daughter too: —
The son rose up in his father's stead,
And doeth his work anew.

When the first Seminary edifice was erected, and Judge Wheaton, pointing across to it, said with a quivering lip to the trustees who had met to plan the future of the school, "I had a beloved daughter. There is part of her inheritance; I know not how much more it may be," — he could indeed little imagine what it would become to those who were to find therein treasures of intellectual and spiritual wealth. The best that happens is never foreseen, neither can it be told; but hearts and

lives bear their own record, and God keeps his.

The aged founder of the Seminary lived to see his work prosper; and in his ninety-second year gave the graduates their diplomas with his own trembling hands. This was in 1845, ten years after the establishment of the school.

The memory of the Hon. Laban Wheaton is worthy of being perpetuated in the institution which bears his name. It is the memory of an educated, upright, benevolent man, who knew the value of the work he undertook.

He was a Harvard graduate, and began life as a preacher; but insufficient health obliged him to leave the pulpit, and he became a successful lawyer, filling high positions in the State. He was in the Massachusetts Legislature, was Chief Justice of two courts, and was for eight years a member of the United States Congress.

In the benign, candid, venerable face which looks out upon us from the canvas, we recognize a nature that would appreciate the intellectual aspirations of woman, and the value of a higher education for her than had usually been made accessible. But his first thought was for

her Christian culture and development, — a thought which the Seminary has always kept at heart.

The movement toward establishing better schools for women which had already been inaugurated was noticeably a religious one; it could scarcely have been otherwise, in New England. The common school, the private school, and the village academy were all that had been open to them, heretofore, and the good use made of these opportunities showed that wider mental scope was needful, and would be heartily welcomed.

The Rev. Joseph Emerson was one of the earliest to perceive the want, and to attempt meeting it. He was the first minister of the Dane Street Church in Beverly, Mass., and was universally honored and beloved. His people parted from him with regret when he left them to enter upon a teacher's work. He established schools in several places — at Byfield and at Saugus, Mass., and at Weathersfield, Conn. He wrote and lectured much on scientific, historical, and Biblical subjects, preparing textbooks for his pupils as they were needed.

Miss Grant, of Ipswich (afterward Mrs. Ban-

nister), was under his tuition, and Mary Lyon also. The seminaries at Ipswich, at Norton, and at South Hadley may be traced directly back to his influence, and many others which, with them, sprang up all over the land.[1] Out of these schools, as a germinal idea, the colleges for women have grown, while the smaller seminaries retain their own place and character in the community, answering a need which the larger institutions do not always meet.

Mr. Emerson died in the year 1833. His pupils were those to whom Judge Wheaton naturally turned for teachers and helpers in his plans. Mary Lyon was invited to Norton for consultation regarding the new school, and her interest in it was thoroughly aroused. But she was pledged to the seminary which was to be established at South Hadley, and could herself take no permanent position. Her friend, Miss Eunice Caldwell, — with whom she had taught in the Ipswich Seminary, — came with her,

[1] Bradford Academy, opened in 1803 for pupils of both sexes, established a separate department for females in 1828, and closed its male department in 1836.

The Ipswich Seminary, also begun as a mixed school, became a young ladies' seminary in 1828, under Miss Grant and Miss Lyon.

however, and, on Miss Lyon's recommendation, was invited to take charge of the school.

It is a question whether in any period of our history the young womanhood of New England has been so thoroughly astir from its depths with aspiration toward the noblest self-development, as at about the time here written of. Opportunities for acquiring knowledge, as has been observed, were limited; but there was much home-reading, and of a solid and thoughtful kind.

Though not in any systematic way, young girls were familiar with standard authors; they had few others to read. And most of the preaching to which they listened required an alert intelligence. When there was an opening towards a wider range of thought and study in their somewhat restricted lives, they were eager for the advantages offered, and made conscientious use of them.

Their practical Puritan training showed its results in the desire to make their privileges useful to others. They had a purpose in educating themselves. Some of them wished to become teachers or missionaries. The story of Harriet Newell and of Ann Hazeltine Judson

had sunk into many hearts, and had awakened the desire to follow in the path of sacrifice and consecration they had opened. The missionary spirit was in the air. The possibility of giving their lives to elevate degraded human nature in foreign lands at once widened the horizon of those who were longing to employ their untried powers for the world's good.

Some who came to Wheaton Seminary were already teachers, but wished to fit themselves for more thorough work as such; and there were others, again, who only desired to make themselves worthier members of society and of their awaiting homes. The age of pupils ranged from fifteen to twenty-five years and even beyond; and the blending of these maturer lives with those that were younger gave character and earnestness to the school. No qualification except that of age was required; and no applicant under thirteen years of age was received.

It is something to remember that two years before Mount Holyoke Seminary was established, the active mind of Mary Lyon was busy with plans for the new Seminary at Norton. Her own school which was to be was, of course,

first in her thoughts; her best energies were promised to that, which proved to be the great achievement of her life; but she took many days, sometimes weeks, to visit Norton, and assist in the beginning of the work there.

Miss Caldwell had promised to go with her to South Hadley, but could be spared for the two following years, and she became the first Principal of Wheaton Seminary.

Although accustomed to teach, Miss Caldwell had not before assumed a responsibility which involved the care of young girls away from their homes, and it was not without some distrust of herself that she took this charge.

But Miss Lyon knew the person she had recommended, and was ready with her own judgment and experience to assist in emergencies. Miss Caldwell had, deservedly, the confidence of all concerned; and under her care the young institution sprang into vigorous life.

The sympathetic coöperation of the family in the mansion opposite made her toil pleasant. She writes with grateful remembrance of the kindness which welcomed her, when overfatigued, to a night's rest in the cheerful room that "opened toward the sun-rising;" the

kindness which was always ready and anxious to lighten her newly-assumed burdens. She recurs, as gratefully, to the warm enthusiasm of her pupils, to their studiousness and womanliness; and they, in turn, send back a tribute of thanks for the early inspirations which have illumined the long stretch of intervening years.

Ten ladies have filled the position of Principal at Wheaton Seminary, and all of them are yet living, in this year of our Lord 1885. It would not be in good taste to pass their merits in review before their own eyes; but a few words from one who, as a student, remembers the first Principal, may be allowed, even by that Principal herself.

"No weak and vacillating woman was first to administer affairs at Wheaton Seminary."

"She was a leading spirit." "She swayed the mind of the school."

"Her morning addresses were designed to inspire us with true ideas of duty; of the best manner of living to secure the best results; of the use and objects of study; of benevolence and self-denial; of the claims of God and humanity."

And what a touch of nature is in the remem-

brance, which has lasted through fifty years, that "homesick little girls felt the healing balm of her sympathy!"

There are those who remember distinctly and outline clearly for us the first day's assembling of the school, on an April morning in the year 1835, in the original edifice, a plain, but comfortable building, which stood on the site of the present Seminary. There was then no suggestion of the lawn and trees and shrubbery which have grown so pleasantly familiar; everything was new. The new scholars, who looked into each others' faces as strangers and speedily became friends, recall the very tones of the new Principal's voice as she entered, with her cheery "Good morning, young ladies!" And through their graphic words we see again the brisk figure of Mary Lyon moving among them, in the days and weeks that followed, and hear her quick "Hasten on, young ladies! you are not aware of the habit of lagging you are forming," as they passed to recitations. Even her gait is recalled — her business-like manner of moving swiftly forward, which made her seem to stoop as she walked; and her peculiar way of bringing a long lead-pencil down upon her

left fore-finger while she talked earnestly, her eyes fixed upon distances others could not pierce. "Do not waste the precious moments," she was ever saying: and her advice was supplemented by Miss Caldwell's motto, "Always be in haste, but never in a hurry." How well the habit of expeditious mental work was inculcated may be inferred from the fact that, under Miss Lyon's direction, a number of the girls went through "Adams's Arithmetic" in three weeks.

The venerable form of the founder of the Seminary moves picturesquely through the group from time to time. One of that company writes of him: —

"His massive head crowned a frame that marked him born to command; but his genial bearing towards teachers and pupils drew them to him in reverent trustfulness; nor could the least thoughtful go from a brief interview with him without being impressed with the wisdom, benignity, and benevolence of their friend and benefactor."

The daughter of whom he had been bereaved and the Seminary through which her memory was to bless her sex and the world, were but as one thought in his mind.

"He watched the school and its interests with the heart of a parent. He was present at its examinations, and always on those occasions addressed the pupils. There was a certain majesty in his manner that helped to fix his utterances in the memory. There was pathos, too, when once, in alluding to that 'sole daughter of his house,' he described her departure from this life, — her eyes aflame as if they saw heaven opened, — and quoted these lines: —

> 'They set as sets the morning star, which goes
> Not down behind the darkened west, nor hides
> Obscured among the tempests of the sky,
> But melts away into the light of heaven.'"

The weight that enforced the least word of his is shown in a line from a member of the senior class of 1843: —

"Judge Wheaton told me, as I bade him good-by, that he hoped I should be an honor to the institution; and to become that has been the earnest endeavor of my humble life."[1]

The spirit of pupils and teachers alike seems to have been one conscientious desire to make the most and best of life and of themselves;

[1] Hon. Laban Wheaton died March 23, 1846, aged ninety-two years.

and all these memory-pictures have come to us in words so lifelike that the fifty years between seem but a narrow stepping-stone from this time to that.

"We were a united and happy band," other groups of students have been able to say of themselves, who have since found a home, at different periods, within these walls. But such testimony, from those girls of the earlier time, gives a close family-feeling to all who hold themselves identified, through loving memories, with the history of Wheaton Seminary.

At first there was no boarding-house connected with the institution.

To accommodate pupils, Judge Wheaton temporarily left his commodious residence, — now the Mansion House, — the large rooms being divided into two, by partitions, for the use of boarders. Mr. and Mrs. Laban M. Wheaton also gave up two of their rooms, for a similar purpose, and a few other families in the village took students to board.

The plan of bringing pupils into one general establishment for a home and for study had not then often been tried in New England, and there were fears regarding its success. But

Mary Lyon, with her clear foresight and strong constructive faculty, in whose mind Mount Holyoke Seminary was already a real edifice, although no stone of its foundations had been laid, insisted that such an establishment must be, and it was. Mrs. Cowles (then Miss Caldwell) says that Miss Lyon fairly "talked the boarding-house into being," and took charge of its details, leaving to Miss Caldwell herself the more congenial occupation of teaching and managing the school.

The boarding-house was built during the second year. Meanwhile the walls of Mount Holyoke Seminary were going up, and Miss Lyon's enthusiasm regarding it aroused a strong interest among the Norton girls. They contributed funds for furnishing a room in the new institution.[1] Those who had no money to give worked

[1] Since the above was written, an old account-book, containing the following entries in Mary Lyon's handwriting, has been discovered at Mount Holyoke Seminary.

"Oct. 1837. Cash from teachers and pupils in the Wheaton Female Seminary, towards furnishing parlor, $100.00."

"Nov. Cash from teachers and pupils of Wheaton Female Seminary, to complete the furnishing of parlor, $135.50."

The amount collected was certainly a large one for that time, and for a seminary just beginning its own life; and the record is especially interesting as showing the sympathy of the two schools in their common work.

to earn it, — one pupil taking the responsibility of keeping the Seminary building in order for two weeks, to obtain the two dollars subscribed for that purpose.

When Miss Lyon began her work at South Hadley, Miss Caldwell went with her, according to her promise, and, naturally, the larger institution drew pupils to itself from all parts of the country. Many Norton pupils followed the teacher to whom they had become attached, and thus it happens that some prominent names are found on the early lists of both seminaries.

This is especially true of some who afterward became missionaries. Allusion having been already made to the awakened interest of young women for foreign missions, the names of some of those members of Wheaton Seminary who have given themselves personally to this work may here be mentioned.

Among these is Mrs. Capron (Sarah B. Hooker), whose long record of faithful service in India is well known, and who is still devoting herself, with unflagging enthusiasm, to the care of schools for Hindoo women and girls at Madura.

Mrs. Hartwell, who spent many years at Foo-

chow, China, and whose earthly life terminated there only a year or two since, was at Norton as a teacher from 1849 to 1851; and her daughter, Emily Hartwell, a recent graduate of Wheaton Seminary, has returned thither to take her mother's place as a missionary.

Mrs. Grout, of South Africa (Charlotte Bailey), was formerly connected with this school.

Mrs. David Scudder, formerly of India (Harriet L. Dutton), was here for one term, in 1852.

Mrs. Walker (Eliza Harding) has been a missionary to Turkey, and also Mrs. Bryant (Mary E. Torrey, a graduate of 1859). Both are now living in this State.

Mrs. Winsor (Mary C. Sandford, a graduate of 1865) has been for many years connected with the mission in Western India, where she still resides.

Catherine B. Cochrane is a missionary physician at Ooroomiah, Persia.

Susan P. Blake, here in 1878 and 1879, is at Sivas, Turkey. And ten years ago, Miss Van Duzee, a teacher at Wheaton Seminary, went to Persia as a missionary.

Others have connected themselves with home missions.

Clara P. Partridge, a graduate of 1844 (afterward Mrs. Hawes), went with her husband as a missionary to the West, and died in Illinois many years ago.

Sarah A. Vose (Mrs. Homer Benson) was early in the home mission work in Wisconsin.

Abby P. Barber, a graduate of 1857 (Mrs. Morse), was in Kansas as a home missionary during the severest days of the border-struggle there, and has passed in that region many eventful years.

Lucy M. Dodge, a graduate of 1871 (Mrs. Riggs), is connected with the Dakota mission; and Grace L. Robertson, a graduate of 1878, is at her mission work in Okmulgee, Indian Territory.

Others have become known in different ways of usefulness, hardly less pronounced in their missionary character; Mrs. Wears, for instance, (Elizabeth J. Spofford, a graduate of 1844), has identified herself with the temperance reform movement in Ohio, and has had remarkable success in that and in other Christian efforts.

How many became teachers in their own and neighboring villages it would be impossible to ascertain. The life of the district-school teacher

of former times was surely no easy affair. Much was expected for a very small return. There were difficulties of which the modern teacher knows little. Some of these older Norton girls report themselves as "boarding round;" trailing through the wet grass "across lots" on dewy mornings; taking care of their own school-room; and beating their own path — sometimes not a short one — through the snow. But the New England girl was trained to endure hardness; by her circumstances and education she was prepared for exigencies like these.

After Miss Lyon's school went into operation, the number of those who came to Norton was somewhat diminished. But an undertaking so earnestly begun was sure to go on, and to prosper.

"Although the school is smaller than last term, I find the scholarship as good," said one of the leading trustees at his examination address, in the year 1837. One who was a pupil at that time adds: —

"It was this ambitious little school that started the first literary sheet."

"True to the original intent at the founding

of Wheaton Seminary, the religious instruction of the pupils had a prominent place. To such faithfulness God added his blessing, and many inquired for and found the way of life."

"In 1838 a permanent Principal was secured, and the school opened bright and cheerful, with many more pupils."

"I trust not to my memory alone, when I speak of the thoroughness in class recitations, and the interesting and earnest discussions on subjects suggested by our lessons. These class discussions would sometimes lead to more general ones before the school. We had a day for the recitation of poetry, the pupil selecting for herself; and a newspaper item day that was not only interesting, but profitable."

"Our teachers seemed like elder sisters, joining us in recreation walks, or dropping into our society for mutual improvement, and helping us with their wiser thoughts and suggestions."

Miss Eliza R. Knight (now Mrs. Samuel Beane) was the second Principal of the Seminary, from 1838 to 1840. Miss Knight arranged the first regular course of study, following mainly the plan pursued at Ipswich. She also designed the present seal of the in-

stitution. The first senior class was graduated under Miss Knight, in 1839.

Of the school a little later — in 1843 — pupils write thus : —

"Never a task or rule was irksome that bound me in that happy time."

"It was impressed upon us that we were only laying a foundation, making an outline of future study and work."

"The untiring interest of the Principal and her assistant in the spiritual welfare of her pupils will never be forgotten."

And here a word may be said of the religious character which this Seminary has always borne. It was founded upon a recognition of the spiritual as well as the intellectual nature of woman, and the harmonious development of her complete being seems always to have been reverently desired and attempted. This aim, so plainly visible in the plans of its originators, has given its history a unity which it is most interesting to trace.

It was intended to be not a sectarian, but a Christian school. The pupils have been in the habit of attending one church — the Congregational — that being considered most desirable, as

a family arrangement. But the resident scholars are of nearly all creeds and denominations; and the outlook is toward a broad and deep unfolding of the highest human faculties in the largest unity of Christian life.

While many daughters of wealthy parents have studied at this institution, it was never intended to be what is called a "fashionable boarding-school." The purpose has been to build womanly character up from its foundations symmetrically, in matters little and great.

Simplicity in dress and a careful use of money have been encouraged, and whatever tends to display has been discountenanced.

It has never been thought best to introduce the industrial element, as at Mount Holyoke Seminary, but opportunities are often given to such as need to assist themselves, by some light labor about the establishment.

Arrangements have been made, from the first, for lightening the expenses of daughters of missionaries who may return to this country to be educated.

Miss Knight was succeeded in 1840 by Miss Martha E. W. Vose (Mrs. Alfred Emerson) who was Principal of the Seminary until 1842.

Miss Martha C. Sawyer (Mrs. Franklin Holmes) held that position from 1842 to 1846; and Miss Elizabeth A. Cate (Mrs. William Barrows (from 1847 to 1849. Miss Margaret Mann (Mrs. Thomas Rice) was Principal during the following year.

A new Seminary building was erected in 1849–50.

In 1850, Mrs. Caroline C. Metcalf became Principal, and held her place for twenty-six years, — more than half the present length of the institution's life. Under her remarkably successful executive management, the number of pupils greatly increased, and the course of study was broadened and systematized. Her aim was to secure teachers thoroughly fitted for their several departments, and then leave them free to pursue their own methods.

The wisdom of this course made itself manifest in the enthusiasm of pupils, and in the successes they achieved.

One striking feature of the school about twenty-five years ago was the great interest shown in mathematical studies, usually supposed to be distasteful to young ladies. There was a time when it seemed to be the favorite

pursuit of pupils, especially of the more mature among them. It was Miss Mary Jane Cragin's department, and, to those who knew her, this is sufficient explanation.

Her power to keep the minds before her awake, and intent upon the subject under consideration, was very rare. She taught her scholars to work independently, — to solve their problems without looking into Euclid, so that they used to say that they had to make a geometry for themselves.

A pupil of hers writes, "Miss Cragin's own earnestness as she insisted on independent work in mathematics bore fruit in making her pupils earnest women. All will remember the piercing look in her pleasant eyes, which accompanied her constant question, 'Why?' The habit of truthful reasoning, so thoroughly formed in her classes, became part of the character of her pupils. Her methods were continued for many years after she left the school, either by those who, like herself, had received a Normal training (for it was Mrs. Metcalf's policy always to have one Normal teacher), or by pupils she had herself trained."

Other teachers were here at the time, who

taught their classes in History, Literature, Mental Philosophy, and Natural Science, by methods as original; and the writer already quoted says, "This course gave the girls a vigor of intellect which has always seemed to me rather unusual."

She adds a hint that sometimes "the earnestness of both teachers and pupils degenerated into a feverish eagerness;" and of course there is always such a danger, when the conscientious and ambitious pupil is urged forward in several directions at once. The evil of over-stimulating the intellect is a serious one, and instructors have learned a lesson of moderation for themselves and for their pupils, since then, by keeping it in mind that thoughtful development is far more desirable than brilliant scholarship.

Miss Cragin herself had a thirst for knowledge so eager, and a nature so intense that the whole force of her being entered into everything she undertook. She seemed happiest when every faculty was exerted to its utmost capacity. She impressed her own sincerity and energy upon many pupils at Wheaton Seminary, where she taught for seven or eight years, and afterwards at the West.

Her last years were chiefly spent at Mary Institute (Washington University), St. Louis, Mo., and at Miss Brackett's school in that city, where she continued her work almost until within a day of her death.

Richard Edwards, LL. D., writing of Miss Cragin in the "National Teachers' Monthly," designates her as "a woman who came as near the idea of a true teacher, everything considered, as any that we have ever known."

No death has occurred among the teachers at Wheaton Seminary while in active service. One beautiful spirit was called hence at the beginning of the summer vacation in the year 1858. Miss Jane B. Robinson was a music-teacher, a graduate of Wheaton Seminary, and a person of great delicacy of nature, whose Christian influence was deeply felt while she was in the school. Loved and lamented by all, she passed into the beauty of an eternal summer, just as the birds were closing their songs among the elms.

One, a pupil,[1] to whom she was very dear, wrote these appropriate verses in memory of her, when the orioles began their singing in the boughs, the following season: —

[1] Sarah C. Paine.

A YEAR AGO.

Yet once again, sweet singing bird,
Sing once again that lay!
It is the same glad song we heard
A year ago to-day,
And swiftly back remembrance flies
Along the winding way.

The same glad song! yet, happy bird,
Why sing so merrily?
A voice we loved we have not heard
In all thy tuneful glee:
We have not heard it all the year;
It came not back with thee.

The same glad sun is shining down;
Its light has known no wane:
Yet one it loved to smile upon
It searches for in vain:
A year ago she went from us;
She will not come again.

From calm blue sky, from echoing hill,
From valley green and fair,
From spirit depths come voices still,
And fill the quiet air:
We heard them not a year ago;
Now they are everywhere.

They tell us of a year of peace,
  Of love, and joy, and light,
Where summer's glories never cease,
  Nor day gives place to night:
And she, to seek this heavenly year,
  Went upward from our sight.

Sing on, O happy bird of song!
  Higher than thou canst soar,
She too, in joy the whole year long,
  Singeth for evermore.
Sing on! she is not lost to us;
  She is but gone before.

Shine bright and clear, O summer sun!
  A glory brighter far
Is round about our angel one,
  Than sun or gleaming star:
With heavenly radiance clothed upon,
  She beckons from afar.

This little song appeared in the Seminary "Rushlight" of July, 1859; and it has additional pathos for those who remember in how short a time afterwards, the singer[1] of it also

[1] Sarah Cornelia Paine was born in Holden, Mass., January 1, 1841, and was graduated at Wheaton Seminary in 1860. She taught for a few months at the Seminary, and died at her home in Holden, February 5, 1862.

went to blend her voice with the melodies of heaven.

Mary Emma Peabody was teacher of the French language at the Seminary from 1863 to 1868. A previous residence of many years in Paris fitted her admirably for her place; and her affectionate nature and spirit of Christian helpfulness endeared her to those with whom she was associated. Miss Peabody was expecting soon to return to her position, when she was prostrated by the illness which at last ended in her death.

Caroline Marsh Crane was at Norton for a time, as teacher of modern languages. She had studied several years in Italy, while living with her uncle, Hon. George P. Marsh. Miss Crane was returning to Italy, with the intention of pursuing her literary studies there, in the ill-fated Schiller, when it went down, bearing many beautiful lives besides her own. She was travelling with her friends, Miss Green and Dr. Dimmock, of Boston, both of whom were lost. One who survived the wreck remembers seeing Miss Crane trying to comfort a frightened child, — perhaps the last act of her life, — just before the waves engulfed the sinking ship, and with

it the group on deck, among whom she knelt in prayer.

It is but a few years since the school was saddened by the death of one who had been a teacher in it for years, Miss Ann E. Carter. The memory of her faithfulness, and of her high standards and warm sympathies as teacher, woman, and friend, is fresh in many hearts. Miss Carter made Norton her permanent home; and when, after a lingering illness, the light of her life went out at "The Cottage," the whole village felt the loss.

It is a noticeable fact that there has never been a case of fatal disease among the pupils gathered here for study, during the fifty years since the school was established.

The healthfulness of the situation is evident; and there could scarcely be a more favorable place for study without distractions. Norton is one of the quietest of rural villages, set amid woodlands and farms and broad level fields; so quiet that the shyest forest-birds sometimes come and sing among the Seminary elms. It is within an hour's ride of Boston, by railroad, and the nearest towns are Mansfield and Taunton, from four to eight miles away.

The present writer's acquaintance with Wheaton Seminary, as a teacher, began about the year 1855. The number of pupils was at that time large. The boarding-house was filled to overflowing, and groups of from ten to twenty were placed — each group under a teacher's care — in various neighboring families.

In 1856 a new boarding-house, connected by an extension with the old, was built and furnished by Laban M. Wheaton, Esq.,[1] the liberal patron of the school. Standing among its sheltering trees beside the original building, and facing the garden and grounds of the mansion opposite, its outlook is very attractive. The back rooms have a southward aspect, and a view of fringing pine and maple woods beyond the lawn, perhaps even pleasanter still.

The roominess which surrounds the Seminary buildings supplies the want of more varied scenery. In the spacious distances beyond undulating fields and forest-tops, there are hills to be imagined, though none can be seen. But a level landscape is not without its charm. There is rest for the eye, wherever one looks; an at-

[1] Mr. Wheaton's death occurred in 1865. His widow, Mrs. Eliza B. Wheaton, is the sole survivor of the family at Norton.

CORNER OF DRAWING-ROOM.

mosphere of repose not always to be found among the broken outlines of a hilly horizon.

Botany has always been a favorite pursuit among the Norton students, and the fields and woods early came to be used by them as an open book.

Some pupils, looking back twenty-five years or so, will recall the special pleasure of meeting for their June examination in Botany among the pansies and roses in Mrs. Wheaton's garden, with linnets and bluebirds making their warbling comment in the arbor overhead; rather distracting visitors, yet most stimulating in their call to such a study of nature as should include themselves and their songs.

Pleasant little openings like these into the surrounding home-life and out-door life often used to let in freshness upon the student seclusion of the place. And in recreation hours, the wild-flower was followed to its habitat, the bird was tracked to his shadowy retreat by his own clew of music, and watched and listened to with silent fear lest he should seek deeper hiding; for these are groves where, if explorers have not always

"Loved the wood-rose, and left it on its stalk,"

they have at least

"Named all the birds without a gun."

As the years have passed on, the study of natural history by methods both scientific and discursive has become one of the marked features of the school. The assistance of those known to be wise in field-lore has often been secured. Definite beginnings in this direction may be traced back to the instructions of Rev. John L. Russell, of Salem, Mass., in the years between 1860 and 1870. His lectures, the frequent walks and talks with him among wild-flowers, birds, and butterflies, and especially among the mosses and lichens he so intimately knew, opened to less observing eyes new beauties in the external world, and have made those years almost idyllic in retrospect.

In many directions, the past of a Norton girl glows with picturesque reminiscences. To speak of it brings up visions of meadows illumined with rose-purple arethusas,— how abundantly they used to grow! — or of brook-borders softened with the twilight-blue of fringed gentians: recollections, too, of happy excursions, teacher and scholar together, in search of the first white announcement of spring on Saxifrage Ledge, or

the first shivering violet near the waterfall at the deserted mill; of following the resonant tinkle of red-winged blackbirds down among the bare trees by the Brook; of penetrating Neck Woods, when they were glowing with autumnal splendors, or when their bending boughs were laden with ice-diamonds; or of longer explorations around the Square, or to Lake Winneconnet and King Philip's Cave. To a Wheaton Seminary student, these are talismanic, never-to-be-forgotten names.

Other fields, also, had begun to be explored. English Literature had been added to the course when the new schedule of study was arranged, — an introductory series of six lectures on the subject having been previously given by one of the teachers, as a Wednesday afternoon exercise, — and the interest of these young girls in the literary wealth of their own language was permanently awakened.

"I should like to spend my whole time upon English Literature," was a remark frequently heard, and from the best and busiest scholars. And usually, those who had been most thorough in the exact sciences benefited most by their researches in this more varied field.

Acuteness developed into clearness of view, and deepened into insight, when authors and their creations were the subjects under consideration.

Keen minds were tempted and tantalized by the treasures which lay before them, embarrassing through their richness. It was like opening the doors of the living world, and giving the recluse a glimpse. The broadening influence of literary studies is now so generally recognized, the wonder is that they should have been neglected so long in schools for young women.

Large additions to the library, particularly of standard authors, were made about this time, and the use of text-books and compendiums, often so misleading, was discouraged. The author and his period were studied from the library, — the only satisfactory way. Reading and research were accompanied by the writing of brief critical reviews, bringing out the pupil's own impressions. Fine literary taste was thus revealed in many who were unaware of their possibilities in this direction; and it is not surprising that we hear of some of them afterwards as contributors to magazines, and writers of books.

English Composition began at the same time to receive more careful and systematic attention, and it has ever since retained so prominent a place as to make it a marked feature of the course.

It was of the productions of graduates during these and the immediately succeeding years that the editor of a well-known Boston literary magazine said to teachers in the Seminary, — referring to papers which had been sent to him for publication, — "Your Norton girls know how to write good English;" a word of approval which any school should be glad to receive, and should aim to deserve.

The outline of study was at about this time changed and enlarged by the arrangement of a more complete course of History; by adding the study of the History of Philosophy to the Course in Mental Science, and by placing the History of Civilization and of General Literature in the Senior year. Here were new materials for thought, new openings for enthusiastic research; and good results appeared, not only in a more intelligent scholarship, but in the subjects of which the girls talked and wrote, and in the matters which won their interest when

they went out into the world to see and think for themselves.

The teachers of those days found a peculiar charm in the relish of pupils for fresh mental food, and in their delighted possession of themselves and of their own hitherto unused powers of expression, — the morning-freshness which belongs to all happy beginnings.

The establishment of a manuscript Seminary journal — the "Rushlight" — was an added stimulus. In this were original stories and poems, and sketches illustrating the writers' sentiments upon matters of public and private interest. In looking over the earlier numbers, one is struck by the strong feeling manifested with regard to passing national events, such as the settlement of Kansas, the conflict with slavery, and the outbreak of the War of the Rebellion.

During the war, the little "Rushlight" fairly blazed with patriotism; and by its flash the time is recalled when the Seminary-Hall was turned into a sewing-room — blue flannel shirts for the soldiers temporarily supplanting books, and teachers and scholars working together for the national cause and its defenders.

Who can have forgotten that when, in the sudden scarcity of bunting, no flag could be purchased to raise over the Seminary building, the girls themselves set to work and made one, of materials purchased at the village store? So the dear old colors — the red, white, and blue — floated brilliantly above us for a few days. But one morning, after a night of storm, we looked up, and there was the flag, to be sure, fluttering bravely still, but all in strips and tatters, to the dismay of those who had wrought it so patiently, but had not tested the strength of the material. Its place was soon supplied, and the loyalty of the school survived all tests.

And the "Rushlight" burned on, and still burns at Wheaton Seminary, with only the modest claim assumed by its motto in the beginning: —

> "A Rushlight, flickering and small,
> Is better than no light at all."

A literary society, the "Psyche," was begun soon after, its object being social and conversational, and its plan covering a wide range of themes. All the brighter and maturer minds of the school were here brought together, and meetings of many kinds were held, in doors and

out; for Nature is too near and too winning at Norton, to leave her children quite given over to bookishness. The preliminary meeting of the society was, indeed, held in the woods, under the shadow of a large bowlder, which from that hour bore the name of "Psyche Rock."

The group of girls there gathered is a memorable one, and their faces, lighted with refinement and enthusiasm and girlish playfulness, smile out of that sun-flecked past with saddening memories; for some of those loveliest girl-graduates were early called hence, too early for the earthly fulfilment of their school-day promise. A passing mention of them here will not be out of place.

And surely none then connected with Wheaton Seminary can have forgotten the gifts and the high scholarly attainments of Mary Tucker, and the thoughtfulness and finish of her style as a writer; or the conscientiousness and the deep devotion of Lucretia Bourne's character, whose brief experience as a wife and mother was so suddenly terminated in the terrible Ashtabula disaster; or the sweet expressiveness of Sarah Sandford's features, wherein one might read prophecies of her happy home-life among

her own little children, but none of her early death; or the playful sparkle of Ella Williams' eyes, and the piquancy of her utterances, always coruscating with native talent; or the spiritual serenity of Sarah Paine's fair face, — a true index of her character, — revealing a gentleness and strength so angelic that it was scarcely a surprise to her friends when heaven absorbed her being into its radiance.

As they sit there together, we can almost hear the words of Sarah's own Parting Hymn singing itself in her thoughts while she looks around on her companions, — the hymn which, she told a teacher, was suggested by her first glimpse of the Franconia Notch, passed through on a recent vacation-tour. Little could any one guess that so many of that bright group were soon to disappear from mortal sight beyond the mountain-gates of death!

A quiet radiance lies
  On all our pathway here;
A light where'er we turn our eyes,
  Still gleaming fair and clear.

But soon we turn aside,
  O pleasant paths, from you!

An unseen gate is opening wide,
To let the travellers through.

. . . . . .

Father, good angels send
To walk with those we love;
Good angels, leading each dear friend
To fairer paths above.

Still keep us by thy side
In ways of meekness true,
Till heavenly gates shall open wide
And let the travellers through.

A name which belongs near those just mentioned, although she lived through many useful years, is that of Florence V. Beane, whose sudden death, in the midst of successful work, occurred in May, 1882.

Hers was a nature sweet and strong, and she entered upon a teacher's labors, thoroughly prepared. She was in the Worcester High School for seventeen years. A local paper contains this paragraph regarding her: —

"She taught chiefly Mathematics, and a Harvard instructor pronounced her the finest teacher in Geometry he ever knew.

"Some changes in the High School gave her the following branches to teach: General His-

tory, Rhetoric, English Literature, Political Economy, and Civil Government. The work involved was enormous, but she had read so extensively for years that she was able to teach all these subjects admirably. Nearly two thousand pupils must have come under her accurate and thorough training."

Lives like these bear ample witness that the purpose of the institution was gaining rich fulfilment. Something may be due to a teacher's partiality for her own pupils, but this was an evident blossom and harvest-time of character, both in one. Character, rounded and ripened by knowledge, and fragrant with womanly sweetness, was felt everywhere, a living presence. Pupils unconsciously took the idea of the place, — that they were here to grow, even more than to learn; that true learning is indeed but an element of growth.

But this idea seemed only to stimulate eagerness for knowledge, and testimonies from pupils gratefully appreciative of the work of instructors in almost every department are abundant.

Of one teacher it is said, "She inspired her pupils with a love of study. She formed in them a taste for really solid reading (historical),

which in some cases has broadened their whole lives." Of another, "She had so rare a power of seeing the beautiful that it seemed to many of the girls as if she gave them a new sense." Of another, "The influence of her teaching may be given in one word — aspiration."

The strong and warm sympathy of a common purpose was very generally felt. One, a scholar who was here in 1861, writes: "I especially recall the affection existing between pupils and teachers, — the home-feeling pervading the large family gathered there; and the religious influence has followed me through life."

The home-feeling here spoken of has always been a peculiarity of the school, and doubtless is but a natural outgrowth of the loving home-thought in which it originated; and the close neighborhood and fostering care of its founder's family have kept and still keep that feeling fresh. The home-mansion and the Seminary, separated only by the width of the street, look each into the other's face, and say affectionately, "We are one."

The family and the school are what they are, however, through the personal life there is in them; are worthy of love and remembrance

ENTRANCE TO SEMINARY GROUNDS.

through what they have added to the larger life of the world. Those whose names have never been before the public have often been the public's best benefactors, — the teachers, mothers, sisters, wives, friends, who have wrought nobly upon human character by that unobserved method we call influence ; who have been as a spiritual atmosphere for other souls to live and breathe in. But the Seminary has a natural pride in repeating the names of some who have become known, more or less widely, through their work.

Necessarily, the list of these is neither very thorough nor complete. Some of those who have written for publication are the following :

Eleanor S. Reed (Mrs. E. S. Deane) was a student at Wheaton Seminary in 1836–37, and returned as a teacher in 1839–40. She has written books for the Massachusetts Sabbath School Society, and poems, sketches, and stories for "Zion's Herald," the "Congregationalist," and various local journals.

Adeline H. Osgood (Mrs. Eddy) was at Norton in 1837, and remained two years. She has been a contributor to several newspapers and magazines.

Mary Spofford (Mrs. Wiltsie), a pupil at an an early date, has frequently published poems and sketches.

Lydia Folger (Mrs. L. N. Fowler) was one of the earlier pupils, and was also a teacher in the school. After her marriage, she went to Paris and studied medicine, and was probably one of the first American women to take a complete medical course. She practised in London very successfully, and also gave much of her time to the temperance work there. She wrote several books, chiefly relating to this subject, which were published in England. Mrs. Fowler died in London in 1879, of disease contracted in her temperance labors. At the time of her death she was Secretary of the British Woman's Temperance Association.

Elizabeth Barstow (Mrs. R. H. Stoddard) was in the Seminary in 1836 and in 1840. She has contributed to Harper's, Putnam's, and the Atlantic Monthly magazines, and is the author of a book for children, and three novels. Her poems are mentioned in Griswold's "Female Poets of America."

Maria Olivia Shaw, of the graduating class of 1844, is the "Faith Latimer" of the Sunday School Times.

Lucy Kingman was a student here in 1854–55. Her mental gifts and originality of character were unusual. Several striking poems of hers appeared in the early years of the "Atlantic Monthly." She died young, but with an intense interest to the last, in human life about her, and in the world at large; and her own life, though so brief, had been full and rich in its sympathies, illustrating what she herself had said in verse: —

> "All things are ours; and life fills up of them
> Such measure as we hold.
> For ours beyond the gate, —
> The deep things, the untold, —
> We only wait."

Almira Hayward, at Norton from 1853 to 1855, taught for a time at Lookout Mountain, Tenn., and now has charge of the Cambridge Public Library. She has published two poetic compilations, "A Birthday-Book of the Poets," and "Rhymes for Holiday Times."

Susan H. Ward was in the Seminary in 1854–55, but was prevented by ill-health from graduating with her class. Miss Ward has published a few books, has written for various public journals, chiefly upon Home Art, and has lectured, and still lectures, upon that subject, at Chautauqua and elsewhere.

Elizabeth Hazen (Mrs. E. H. Morse) was a Norton student in 1858. She was left a widow soon after her marriage, and taught in Chicago and in New London, Conn.; afterward as an assistant, then as Principal in Prattville Academy, Ala. Mrs. Morse wrote several Sunday-school books, and was a contributor to the "Children's Friend," and to the "Earnest Worker." Her brother has written a memorial of her, since her death. One of her children's poems is so charming, and has been so widely copied without credit to the author, that it is preserved here in connection with her name.

THE UNFINISHED PRAYER.

"'Now I lay me,'—say it, darling!"
"Lay me," lisped the tiny lips
Of my daughter, kneeling, bending
O'er her folded finger-tips.

"'Down to sleep.'"—"To sleep," she murmured;
And the curly head drooped low;
"'I pray the Lord,'" I gently added;
"You can say it all, I know!"

"Pray the Lord," the words came faintly,
Fainter still,—"My soul to keep;"
Then the tired head fairly nodded,
And the child was fast asleep.

But the dewy eyes half opened,
When I clasped her to my breast;
And the dear voice softly whispered,
"Mamma, God knows all the rest."

Oh! the trusting, sweet confiding
Of the child-heart! Would that I
Thus might trust my heavenly Father,—
He who hears my feeblest cry!

Ella Williams, class of 1859 (Mrs. E. W. Thompson), after her graduation and marriage wrote much for the magazines, — Lippincott's, and others. Her "Beaten Paths," a sketch of a tour through Europe with several other ladies, attracted much attention at the time of its publication by its piquancy and freshness, and still holds its place among more elaborate books of travel. Her friends could but feel that unusual literary promise was blighted by her early death.

Harriet E. Paine, class of 1862, has written at times unacknowledged articles for popular magazines. Her "Song-Birds of New England" is a book of original poems descriptive of our wild birds and their varying melodies. Miss Paine has been well known as a teacher since she left school. She taught at Wheaton Seminary after graduation, and was

for years the Principal of Robinson Female Seminary, at Exeter, N. H.

Helen E. Phillips, class of 1862, wrote stories and essays of superior literary merit, and which frequently appeared in print without her name. She was an invalid for many years before she died, and was compelled by disease to resign the ambitions of her girlhood.

Sophie E. Eastman, class of 1864, has written for religious and juvenile periodicals. Her "Finding His Footprints" is an interesting and instructive story of a teacher's method of inculcating spiritual truth.

Mary E. Nutting, class of 1866, has published some poems of a high order in prominent magazines, and two or three essays on Latin rhythms; one being "A Study of the Hexameter of Virgil;" and another "A Study of the First Æneid; a new rhythmic reading, based on natural accents, with new renderings and elucidations of the text." These pamphlets evince a close and sympathetic familiarity with the great Latin poet, and are a valuable contribution to classical study.

Fanny Nichols (Mrs. S. G. W. Benjamin, now of Teheran, Persia), a Norton pupil in 1855–56,

has had various poems and translations in print, without signature.

Eliza Crocker, a pupil of 1857–58, and since then for some years resident in Germany, has frequently published translations from the German.

Caroline Kempton (Mrs. J. Sherman), class of 1861, has lived in Chicago since her marriage. She has had a series of papers on English Literature in the "Chicago Times," has read lectures before the Philosophical Society upon Spinoza and Fichte, has published several essays upon Goethe's works, and is President of a Ladies' Philosophical Society. In writing of her Norton school memories, Mrs. Sherman refers to a question one day asked by the teacher of Mental Philosophy. "Is the rose red when no one sees it?" She says: "How well I remember the day, for it marked an epoch in my life. Henceforth the world of phenomena was not the real world: it was but the changing garment of a mysterious unseen Presence." Mrs. Sherman is at present occupied with the study of Kant, and the German metaphysics. She has been invited to read a paper at the Concord School of Philosophy the present year.

Catherine P. Upson (Mrs. Kate Upson Clark), class of 1869, is well known as a writer of stories and poems. She has contributed to Harper's and Lippincott's magazines, the "Christian Union," and other periodicals; and has for several years been the editor of "Good Cheer," a bright little newspaper which has attained an unusually wide circulation.

Charlotte Wood, at Norton for two years, between 1876 and 1879, has since then contributed articles to leading newspapers, to Saint Nicholas, Lippincott's, and the Atlantic Monthly magazines, and to "Harper's Weekly." Miss Wood writes under a pseudonym. She has a volume now passing through the press.

Julia A. Harding, class of 1870 (Mrs. E. Tirrell), has contributed poems and sketches to the periodicals of the day.

Estelle M. Hatch, class of 1877, taught successfully for five years after her graduation, has since been a correspondent of several Boston newspapers, and is now a reporter for the "Boston Daily Globe," besides being upon its editorial staff.

"'What, you a newspaper woman?' a friend exclaimed; 'I thought you were a teacher.'

'All newspaper-writers are teachers,' came the quick reply from the bright Boston girl, who had exchanged the ferrule for the pen."

This anecdote from a daily paper contains the retort of Estelle at a journalists' club dinner.

She speaks of herself as never having lost the "teacher feeling," though heart and mind and conscience are given to her later work, which she looks upon as a great public responsibility. Besides her regular business, she acts as City Missionary among the Chinese, and is a "visitor" of the Associated Charities of Boston, and a member of the Executive Committee of that body in certain wards.

Some have become creditably known otherwise than with the pen. In more than one instance, literary and practical work have been happily combined.

Mary J. Bailey (Mrs. D. A. Lincoln), of the class of 1864, has been for several years Superintendent of the Boston Cooking-School. Her recently-published "Boston Cook-Book" bears witness to the thoroughness of her school-preparation, as well as to her complete acquaintance with her subject. It is remarkable among cook-books for going to the chemical and phys-

iological foundations of the matter, as well as for the simplicity and perfect clearness of its style. One reviewer, referring to its wide scientific research, remarks that "it is really a mine of information in its way." Mrs. Lincoln writes, "When I began teaching the theory of cooking, I found that my education at Wheaton Seminary helped me wonderfully:" a gratifying statement, since a critic says she has written "the best and most practical cook-book of its kind that has ever appeared."

Emily Huntington, of the Wilson Industrial School, New York, who was a pupil at Norton from 1856 to 1858, is the originator of the Kitchen-Garden System, now known and practised in this and in foreign countries. Miss Huntington took her suggestion from the Kindergarten method of teaching: she thought, and has proved, that poor and ignorant children could be trained in a similar way for household work. By a system of songs, plays, and exercises, these children are taught how to do nearly all kinds of housework, and many have been trained into excellent servants. Miss Huntington has arranged the songs, exercises, etc., in an illustrated book; and has also in

preparation a Cooking-Garden Book, by which the little learners can be carried on into the Cooking-School, and so be educated for intelligent and efficient culinary service.

Not the least satisfaction to Miss Huntington must be that her Kitchen-Garden has brought so much brightness into poor children's lives; that aside from what they are taught by this system, "it makes them very happy while they are learning it."

Sarah F. Kimball (Mrs. Marsh), who was at Norton as a student in 1854–55, established the first Young Woman's Christian Home in the United States, and is now at the head of such an establishment in New York city. Mrs. Marsh writes: —

"The education I received at Norton was not confined to books. It prepared me for the work which has proved a most important one for our whole country. When I began it, in March, 1864, there was no other institution of the kind in the country; now, nearly every large city has a Woman's Christian Association and Boarding Home. Thirty societies were represented at the last convention. Norton gave shape to all my ideas here, and this has helped to shape many another Home."

Mrs. Marsh adds, alluding to her long experience in this interesting work: —

"I have written no books, but I have a vast amount of material for such."

Mary P. Hill (Mrs. Leake) is Treasurer of the Woman's Board of Missions for the Interior, at Chicago, Ill., which position she has held since 1879.

Many others have held and are holding offices in connection with missionary and other charitable enterprises, — so many that their names cannot be enumerated.

The same difficulty arises with regard to those who have become teachers. It seems, indeed, as if there were very few Norton pupils who have not, for a longer or shorter time, made themselves useful in this way, since leaving school. This is most satisfactory, since the best way of acquiring knowledge is to impart what one already has gained; and so they who have been teaching well must certainly have been going on with their own education. The most valuable lesson a pupil can learn anywhere is that school-work is only preparatory work, and that the result to be sought is not merely for the pupil's sake, but for the world's good.

MRS. WHEATON'S RESIDENCE.

There are some who have been successful in the care and instruction of little children. One of these, Grace L. White, at Norton from 1858 to 1862, was for a time employed in the Orphan Asylum in St. Paul, Minn., afterward also in the Chicago Foundling Home, and is now Matron of the Troy Orphan Asylum, Troy, N. Y.

Sarah S. Bailey (Mrs. Ropes) began to teach by the Kindergarten method in 1875. Mrs. Ropes was for years the Principal of the Normal Kindergarten Training-School in Parmenter Street, Boston. She was in active service in a Kindergarten School at the time of her recent sudden illness and death, by which latter event a great loss befell her friends and the work she loved so well.

Ella L. Stearns (Mrs. Sparks), class of 1873, has also devoted herself to charity Kindergarten teaching, and is still so occupied, in Boston.

A few have made a thorough study of Art since they have left the Seminary, and have put their acquirements to practical use.

Mercy A. Bailey (class of 1852) has been a teacher in the Normal Art School in Boston, and in the Girls' High School, which position

she has recently changed for a more desirable one of a similar kind, in that city.

Clara E. Webster (class of 1867) is teacher of Art in the Girls' High School, Boston.

Others have followed the same pursuit, the particulars of whose work have not been ascertained; among them, Elizabeth Kingman, with whose exquisite color-sketches from nature some of her old friends are familiar. Miss Kingman modestly reports her employment since leaving school as having been "domestic work and painting, with some teaching of the same."

Several have studied and practised medicine; as Lydia Folger (Mrs. L. N. Fowler), and Catherine B. Cochrane, previously mentioned.

Mary R. Gale is a graduate of the Boston University School of Medicine, and practises at Wollaston, Mass., — "a skilful, successful, and beloved physician."

Eleanor B. Kilham, class of 1876, took her degree as physician at the New York Infirmary, and has recently been continuing her studies in Europe.

Others have taken responsible places of different kinds.

Harriet E. Paul, in Norton from 1853 to 1855, for seven years had charge of the copying in the office of the Registry of Deeds for Middlesex County, Mass., at Cambridge.

Martha L. Gale, besides having made the teaching of the French language a specialty, has been employed as an amanuensis, proof-reader, and phonographer, and is at present stenographer and corresponding clerk in the office of the "Good Cheer" newspaper.

The practical work into which some former students have gone is not the least interesting phase of their history. That education would be very imperfect which did not leave one ready to do whatever the hand found to do. The condition of the scholar thrown upon the world with a capacity or willingness for nothing but literary employment is often pitiful indeed.

But most of the young women educated at Wheaton Seminary seem to have learned one very important lesson: that of adapting themselves to circumstances, and making their acquirements serviceable in some way, if not quite in the way they would have chosen.

So, when we hear of a brilliant scholar in the years gone by — the valedictorian of her class

— finding herself on a California ranch, a widow with her boys, cultivating the soil and happy in so doing, we cannot think that her education was thrown away, or that her life is less than a success.

So of another graduate, who writes: —

"For the last five years I have been engaged in manufacturing straw goods. Riding some hundred miles each week, whatever the weather may be, gives me one of God's best blessings — health."

Or yet again of another, who reports herself thus: —

"Finding that my talents lay not in managing refractory urchins, I abandoned that field of labor, and went into a store, where I now remain."

Doubtless a large number who have studied at Norton have gone back to matter-of-fact domestic employments in their own homes; for this school never was intended for the daughters of wealth alone.

"Plain living and high thinking" have probably fallen to the lot of many a Norton student, and any such person is perhaps equally to be congratulated upon both terms in the statement

of her case; for high thinking does not often survive the surfeit of high living.

There is scarcely a stronger argument for the higher education of women, in a republic like ours, than that which is drawn from the fact that the mind is released from bondage to hindering circumstances by having free access to great, inspiring truths. The certainty of this, innumerable women have proved, who have passed from their student-years into mechanical avocations, in their own households or elsewhere.

Most women must assume annoying cares, must take their part in what seem like petty, unsatisfactory occupations. They need fresh air, and abundance of it, for the mind and the soul to breathe in, not less than for physical respiration. And finding this, they find their meanest toil ennobled by the inflowing atmosphere of eternal, surrounding realities.

It is gratifying to learn that many Norton pupils, who had no need of exerting themselves for their own support or that of others on leaving school, have not the less felt the responsibilities which humanity, in its many phases, brings to all women.

There are those who are doing what they

can to make the burdens of toilers around them lighter; those who have done much to ameliorate the condition of the insane poor in almshouses and elsewhere, at the same time keeping a pleasant centre of social life in their own homes.

Of one such it is said by a friend that what she has accomplished cannot be narrated, because "her best work has always been personal in its nature;" which words embody the secret of all that is noblest in philanthropic effort.

Ten years ago, the fortieth anniversary of the school coinciding with the twenty-fifth year of Mrs. C. C. Metcalf's Principalship, a general reunion was held upon the Seminary grounds.

It was an occasion of great interest. After the usual anniversary exercises at the church, the company assembled in a large tent, where the tables had been laid for twelve hundred guests. There were toasts, poems, and speeches; the most important feature of the afternoon exercises being a historical address by Rev. Mortimer Blake, D. D., of Taunton, Mass., in which the story of the school was reviewed from its beginning. Dr. Blake's habits of studious research and his love of literary pursuits admira-

bly fitted him to prepare this address, which was received with deserved enthusiasm.

For many years he had been a trustee of this institution, and he was the chief mover in preparations for the Semi-Centennial Anniversary of the present year.

In the midst of many activities, and looking forward with earnest interest to the celebration of the Seminary's fiftieth birthday, he was stricken down by sudden illness, which ended in his death.

The blow is keenly felt; for in him the school has lost a most efficient helper, as well as a long-tried and faithful friend.

A little paper, entitled "Our Greeting," in which many valuable facts and reminiscences relating to the school, with poems and extracts from the writings of pupils, were gathered up, was issued upon this occasion.

It was a time of smiles and tears; of surprised recognitions, and sorrowful remembrances of faces that would be seen no more.

Some verses by the writer of this sketch, who, for ten years previous, had not been actively connected with the school, were read at the reunion, and by request are copied here as a memorial of the day.

AT NORTON AGAIN.

We heard your friendly summoning, we heard your call,
"Come back!"
And memory rose and hastened down the old familiar track,
Among the Norton meadows, where the violet shone through dew,
And the tears of autumn lay like pearls upon the gentian's blue.

We heard the oriole singing in the elm trees' shadowy height,
And the carol of the robin pierced the golden morning light;
And voices sweeter than the birds', and eyes of heavenlier blue
Than the gentian's, or the violet's, around us softly drew.

Oh, we were happier than we guessed; dearer than tongue or pen
Can paint it, was the love that flowed around our pathway then;
A spring unsullied, welling out of girlhood's trustful heart
That held a teacher's blessing as the love of God a part!

A flitting footstep in the hall, a low rap at the door,
A white brow leans, a dark eye droops against our knee once more;
And gentle fancies, such as hide in hearts of dreaming girls,
Float up in music from shy lips beneath a veil of curls.

We pace the cool veranda, with a hand of one in ours
Whose heart unfolds with holy hopes, pure as the breath
of flowers
In twilight and in dewfall; the sanctity of truth
Blooms lovelier through the whiteness of a maiden's unsoiled
youth.

We look again: they are not here, young countenances
strange
Smile on us from their places; the bewildering touch of
change
Has fallen on every one of us; and those familiar feet, —
On through what unknown avenues move they in passage
fleet?

Under what trees of Eden do our beloved walk?
What angels bear them company in high and friendly talk?
What wisdom of the immortals do those souls illumed explore,
That need the counsel and the help of our weak hearts no
more?

Oh, friends, dear eyes you see not shine upon us every-
where;
Faces beam downward, beckoning from balustrade and stair
Behind these other faces, as beautiful to-day
With youth and hope and girlhood's dreams as those long
passed away.

These corridors are echoing with many a well-known name:
Our "Alice" — "Mary" — "Sarah" — alas! are not the
same

That answer to the summons now; once through the open door
They heard a call, they answered it, and they return no more.

It is in vain; we never can come back to anything;
All joy, all loveliness of earth, is caught upon the wing.
Flown on into the unseen heavens, our birds of Paradise
Sing of the eternal summits to which we must arise.

The pleasant woods remain, the birds, the meadows, and the flowers;
They only lack the sweetness of those well-remembered hours.
From the deep heavens they throb toward us, the hearts for whom we yearn;
And we at last shall go to them who never can return.

It may be that they pause to-day upon the golden floor;
It may be that they hither gaze through some celestial door
Along the heavenly stairway, to meet our longing love,
And whisper of reunion sweet in light and life above.

In God's great school of destiny there is no going back;
They are become our teachers now; down from the shining track
They reach, to lead us up to heights of wisdom they have won: —
We take their hands; we climb the stair; and with them we go on.

One of the most interesting glimpses, at such a reunion, is that of fresh young students, not out of their teens, watching a group of white-haired, matronly women who have just met, their greetings eloquent with school-girl effusiveness, each calling the other by her Christian name.

"What! is that a graduating class?" they exclaim, with wonder and awe; while the mature-looking ladies glance at the slight figures around them, and think how much younger these pupils must be than those with whom they came to school, half doubting whether such slips of girls can conquer the difficult studies of the course.

A few years make such a difference in one's ideas of youth or age! The returning graduate at this happy moment perhaps feels younger, under her silvery crown, than the slender girl who has just been knitting her smooth brow into wrinkles over some metaphysical argument. To the dear Alma Mater all her children are forever young; all equally welcome to her outspread arms.

In 1876, Miss Ellen M. Haskell became Principal of the Seminary, remaining until 1879,

Miss Martha W. Sprague succeeding her for the following year. Since 1880, Miss A. E. Stanton has filled that position.

There are those yet living who were at the opening of the school in 1835, and those who were graduates in the first class of 1839; and of these, none have necessarily yet attained the honors of threescore years and ten. To them, a chief gratification in being present at this fiftieth anniversary must be the sight of the improvements, the greater facilities for study, which have been brought in since their day. Truly loving their school, they love it not only as it was, but as it is and will be. If it had not grown, it would not now be alive and blossoming into noble promise for the future.

It has its own character, its own plan of study, somewhat different from a college-course, though embracing many of the branches taught in colleges; and it yields the palm to none in thoroughness, so far as it goes. It has been doing what every school, as well as every person, should do, — growing better with the years, worthier of its position, and steadier in its outlook towards wide usefulness hereafter.

Whatever helps have been needed for carry-

ing out enlarged plans of study have been liberally supplied, from time to time, by the family whose name the institution bears. Every one knows how the value of assistance is enhanced by coming just when the want is felt. A school that keeps pace with the times must constantly be having new necessities ; and this school, year by year, is becoming more thoroughly equipped for its work.

In 1873, John Browning, of London, England, made to order for the Seminary a refracting telescope, equatorially mounted, which was set up on the grounds by the Brothers Clark, of Cambridge, Mass. This has proved to be a valuable aid in the study of phenomenal astronomy. If it were only for the enlargement of mind which comes from seeing the starry wildernesses open their vistas above, and wandering there as one wanders in the familiar woods and fields of earth, the telescope would be of real use. Pupils in Astronomy, however, would not be satisfied with this alone. They make as exact investigations as the size of the instrument will permit, and their studies are assisted by excellent and attractive lectures from Professor C. A. Young, of Princeton, N. J.

In 1878, great improvements were made in the Seminary building. In the rear of the main edifice, and connecting with it, a Laboratory was erected, roomy and well ventilated, and with so many modern scientific appointments that it ranks among the best in the country.

Here Chemistry is studied, as a preparation for all further pursuits in Natural Science. Pupils are taught the facts of Chemistry chiefly by their own experiments. They work with note-book at hand, preserving in their reports accuracy of scientific distinction, and acquiring skill in manipulation which prepares them for practice in qualitative analysis, later in the course.

The cabinet of mineral and geological specimens has been selected with reference to their educational value; and a knowledge of Mineralogy is gained by means of the blow-pipe and reagents, as well as by the common but less accurate methods. Classes in Physics have free access to the philosophical apparatus, and are also encouraged to illustrate principles by simpler apparatus of their own invention.

For close botanical investigations the compound microscope is in daily use. Students of Natural History find in the cabinets a collection

LABORATORY.

representing the leading New England genera, and many rare types of birds, and in the library the works of Coues, Wilson, Samuels, Burroughs, and Abbott, which are of great service.

The department of Natural Science is under the care of Miss Clara M. Pike, who has been connected with the Seminary, as pupil and as teacher, for more than twenty years.

The collection of birds was a few years ago carefully arranged by Mr. Frederick A. Ober, of Beverly, Mass., who contributed to it some new specimens found by him in the West Indies. He has also presented to the Seminary a fine herbarium of tropical ferns, gathered in his explorations of the Lesser Antilles.

The Massachusetts Institute of Technology has sent the school a gift of pressed plants — from one thousand to fifteen hundred specimens.

Both plants and birds, however, are studied with greatest zest in their own haunts, in the Norton woods and meadows, which contain an inexhaustible treasure-trove for seekers. There is already in the cabinet quite a full representation of local animals, birds, and insects; and most of the latter, with specimens of birds' nests, have been contributed by the students of

Natural History, who are constantly bringing in some new trophy of their own discoveries to place upon unfilled shelves.

In the changes made in the building, a well-lighted studio was added; the library was enlarged and refurnished; and, with the spacious Alumnæ gallery, out of which it opens, was enriched with engravings, photographs, and casts of ancient works of art, among them Niobe and the Venus of Milo. The value of the photographs is enhanced by the fact that they were selected by one of the Seminary's own graduates, an art-student abroad.

These additions, with the Laboratory and the Natural History room, and enlarged recitation rooms, made it in effect a new edifice, and it was opened, with re-dedicatory exercises, on the 15th of January, 1879. Prayer was offered, brief addresses were made by two of the trustees, — Rev. Alfred Emerson and Rev. Mortimer Blake, D. D., — followed by a longer address from Rev. Alexander McKenzie, D. D. Two original hymns were sung, written by former teachers in the school. Miss A. E. Carter was, indeed, still at her post, but failing health compelled her soon after to withdraw.

HYMN.

BY MISS CARTER.

Thou, for whom thy people waited,
  Bending low in grateful prayer,
While thy Temple, new created,
  Rose around them grand and fair,
Hearts rejoicing, lips that falter,
  One request together lift, —
Rest in glory on our altar!
  Come and sanctify thy gift!

Nature's book thyself unsealing,
  Touch our eyes that we may see;
Through thy works thyself revealing,
  May we think thy thoughts with Thee!
Light Thou up the world's dark story,
  Thou, of Truth the perfect whole;
Nought were earth and all its glory,
  Wert not Thou its living soul.

Ere the temple courts were darkened,
  Drawing near the prophet-child,
Thou didst call, — to Thee he hearkened:
  Breathe to us thy message mild!
Blest are they to whom Thou sayest,
  Low and sweet, the guiding word;
Claim us for thine own! Thou mayest;
  Speak, thy servant heareth, Lord!

HYMN.

BY MISS LARCOM.

Life is growth, and growth is change:
Shall the new be counted strange,
While the rich past lends perfume
To the present in its bloom?

Giving on, — as they have given,
Passed beyond us into heaven, —
Hearts in this thy service, Lord,
Find their gift its own reward.

New things blossom out of old:
Fading lives with youth unfold,
Standing in thy sunrise bright,
Bearing flower and fruit of light.

Looking up into thy face,
Let us broaden, in our place;
Glad, in opening wide our doors;
Glad, in pouring out our stores!

Let our wish, our plan, our end,
With thy widening purpose blend!
Shape Thou what we will or do, —
Thou, who makest all things new!

The church where pupils now attend public worship is a new, attractive structure in the

modern style of architecture, — that modern style which is a reviving of the comparatively ancient, — and is built on the site of the plain, square-cornered, white edifice with which old scholars were familiar. Without and within, it is harmonious in color and arrangement. Its frescoed ceiling, stained glass windows, and sweet-toned organ make a blended atmosphere of music and light which suits well the sacred purposes to which it is devoted.

This new church is a gift of the same munificence which has supplied so nobly the Seminary's needs, and the village shares the benefaction with the school.

This sketch has failed of its intention, and failed also of being a truthful representation, if it has not all along shown that whatever has been done for the Seminary, from the very first, has been done in a spirit of consecration which has added to every bestowal something far beyond its mere external value.

First of all, it was meant to be a Christian school, and the Bible has always had a prominent place among studies, as containing the divine revelation of truth and duty, and as the highest inspiration to all forms of noble human

development. As aids to this, there are regular Bible classes, and suitable religious services, with books well-chosen to meet such wants.

In a deep sense, all knowledge is sacred, and with this pervading idea it is believed that pupils have been taught to pursue their studies here, and so to prepare themselves for the broader mental scope and the more varied social activities that await them in life.

The Seminary library now contains nearly four thousand volumes, a number which seems small, when compared with the libraries of larger institutions, and with the rows of shelves which so strongly suggest room for more. It has, however, the great merit of being well-selected, with a view to the requirements of the different departments of study. The most important authorities in all branches are procured as they are needed and can be afforded. The standard poets and the best writers of fiction are well represented, and in History, General Literature, Science, and Philosophy the supply is choice, if not large.

The necessity of recreation for the student has not been overlooked. The tennis-lawn, the croquet-ground, the bowling-alley, and the gym-

nasium furnish amusement, without and within doors; and young ladies are as ready here as elsewhere to originate entertainment for themselves in various ways.

A year ago the grounds were beautified by the addition of a fountain, — a statue of Hebe lifting her cup, whence a jet of crystal rises and falls, enveloping her in a veil of sunlit spray. Those who saw the fountain playing for the first time, on a perfect May morning, when the sun was just high enough to send rainbows floating among the falling drops, describe it as adding an Arcadian charm to the living verdure of the lawn. Song-sparrows, orioles, and meadow-larks chanted her a welcome, and Hebe seemed as much at home with them, and with the bevy of gay young girls that gathered admiringly around her, as among the Muses and Graces on the slopes of Olympus.

One of that delighted group of young students sang thus of the beautiful vision: —

"Draped in mist we saw the maiden,
Like a fleecy cloudlet bright
That had floated down before us,
Shimmering in the trembling light.

"Half expecting her to vanish,
Disappearing through the blue,
'Mid the spray we saw her smiling;
And within each drop of dew,

"As we spell-bound stood before her,
Flashed the rainbow's tinted sheen, —
Sunset-gold with sapphire blending;
Ruby-red with emerald-green.

"Soft and low we heard the plashing;
Backward fell the pearly spray,
Like a misty veil around her,
By the breezes torn away."

Beauty is a true soul-educator. Every lovely object like this, coming into a school-girl's daily life, must leave undying impressions. It is worth while to give her a glimpse of the perfect creations of art, simply for the sake of the "vital feelings of delight" which they awaken; simply that she may learn for herself the truth expressed in the much-quoted line of Keats, that

"A thing of beauty is a joy forever."

The hold which the school has always taken upon the whole life of its pupils is as strong now as in preceding years. Messages of gratitude for benefits received are constantly com-

ing back; the value of acquirements being best learned after they have been put to use.

A recent graduate writes: "I already see a great benefit which I gained at school; I now enjoy a great many things about which I used to think but little.

"I am sure that no Wheaton graduate would appreciate the feeling of the young lady who wrote upon a fly-leaf of her Mental Philosophy,

> 'Though all the world should be submerged,
> This book would still be *dry;*'

for certainly, what we had supposed were the driest of studies were made intensely interesting.

"The study of the History of Civilization I remember was almost as good as a novel. I knew of girls who read ahead of the regular lesson, 'to see how it was coming out.'

"Such enthusiasm once excited cannot easily be extinguished. I feel that at Wheaton Seminary I received an impetus in a direction which will bring great happiness to myself, and, I hope, much good to others."

Another graduate, as recent, says: —

"Hardly a day passes that I am not helped in some way, by something learned at school.

I do not think that the Seminary *ever* loses its good influence over its girls; and for it they never lose their love.

"It has always seemed to me that the word 'thorough' described Wheaton Seminary better than any other; thorough in everything it does, in the moral and physical as well as in the mental training it gives its girls."

This thoroughness has for many years been noted as a special characteristic by outside observers, as well as by those who have been brought under the direct training of the school; and it has been not a narrow, but a gradually broadening thoroughness, — the shaping of a habit of mind, rather than the cutting deeper into monotonous grooves.

The endeavor has been to compass the largest results for the individual; and none surely could be greater than the development of character, which one who was a student here more than twenty years ago remembers as the ruling aim of the institution.

In the present course, while all the usual branches are carefully taught, historical, literary, and scientific studies are prominent; and the facilities for pursuing the latter are, as has

been shown, quite remarkable. It is hard to tell just how a school, or a person, comes to be characterized by special tendencies or traits, but the possession of such is what makes individuality, — difference of power or attraction.

In some schools, the ancient or modern languages are the principal thing. Here, Latin is taught, and Greek would be, if a sufficient number of pupils desired it. It is optional with those who wish to go through the course, whether they take the Latin, or two modern languages, the French and the German.

English studies are held to be most important for English-speaking women, and one who masters the four-years' course at Wheaton Seminary cannot fail to obtain an excellent English education.

In our public schools, on account of the youth of pupils, and the large numbers to be taught, there is necessarily much of routine-study and recitation. The knowledge of facts and of rules thus acquired is very important — is invaluable to those who can go no farther. But the place of a Seminary like this is to develop in the girl-student her own mental strength, to cultivate in her self-reliance, and habits of thoughtful

study. The high-school graduate often finds herself perplexed and discouraged, if she undertakes to join an advanced Seminary class, because her habit has hitherto been to recite, rather than to think. The more information one can begin with, the better; but the object of the higher research is to learn how all special truths are related to one another in the great universe of Truth; and, moreover, how to assimilate knowledge with human experience, as wisdom.

In the Senior Class at this Seminary, pupils sometimes say (of their studies in Mental and Moral Science, for instance), almost with surprise: "Why! how everything we have learned before in the course has led up to this!"

That one study should lead to another is in the natural order of things; and the plan cannot be otherwise, in any well-arranged course. But it is a satisfactory result, when a scholar recognizes that her student-life has been no aimless wandering hither and thither; when she sees, from some commanding outlook, that the difficult steep by which she climbed, and the sun-beaten path of which she complained, were as necessary to the whole ascent as the forest

ALUMNÆ GALLERY.

vista, and the beckoning gleam of the waterfall by the roadside.

It is thought that the comparative smallness of a Seminary like this has its own great advantages, in the closer relations which are possible between pupils and teachers, and in the more homelike influences of a limited household.

The school as a home has been here attempted with success. It would be undesirable for a young girl to leave her own mother's care, even for superior educational privileges, if she could not find, in her new associations, something corresponding to that maternal oversight. And that they did find this, is what the young women who have gone from here recall with especial gratitude. They remember the home-freedom, under mutually approved restrictions for the general good, the freedom of self-control based upon warm sympathies and high motives, which alone can make the art of living with others easy and pleasant. They think of the Seminary as a "dear mother," — the expression most frequently used in writing back.

A graduate of 1877 says: "Wheaton Seminary and my four years there have been a power for good in my life to a much greater

extent than for many others, because my need was greater. It helped me in every way, and I *grew* mentally, morally, and physically, under her care. From her fountains I have drawn help, inspiration, and courage for my by no means easy life since leaving her. And I think this will always be so.

"During the five years in which I taught after leaving school, the wish was constantly in my mind and upon my lips that I might do for the young people who came under my care even a little of the much my teachers had done for me. And the sweetest praise I have won in all the time since I left Norton has been when some of those same loved teachers have said, 'Well done!'

"From force and stress of circumstances I was separated from my own mother in early childhood, and until, at the age of fourteen, I came to Norton; so that the Seminary was to me a 'dear mother,' almost literally as well as figuratively. As such I love and honor her."

And a tribute comes from a pupil of about twenty years ago, who is travelling in the Old World, recalling her school-days, and speaking thus of her teachers at Norton: —

"To live with them, to base the ideal of friendship on such relations, was enough to ennoble a young girl's whole existence. Under such guidance, the road to learning became indeed a royal one; royal, not because its difficulties were all removed, but because the way glowed with clear and brilliant light; because the work proposed was well done, and the standard in the individual raised ever higher and higher."

Referring to the teaching of Natural History, she says that pupils learned not only of laws and classifications, but gained, "as it were, new ears for the bird-songs, new eyes for the thousand shadings of a moth's wing; even keener sense of the delicacy and perfume of flowers, and a new kinship with the whole of nature."

"One of the highest characteristics of the school is that it is a place where a knowledge of books and how to use them is taught. School-days are too short for more than a hasty dip in deep waters.

"The pupil learns something of the resources of Poetry in all tongues; she is shown what is in store for her in after life.

"In Philosophy, she will not turn as a stran-

ger the leaves of Spinoza, Lecky, and Herbert Spencer; in Natural Science she will meet Darwin and the fascinating Wallace as old friends."

"When I see a rare picture in the Old World, I remember with pleasure that I first learned about it at Norton. When I hear the grand music of Wagner's 'Nibelungen,' it is an added delight that the myths it embodies were among the discoveries of my girlhood in that quiet library. When I float on Maggiore, I see reflected in its waters the face of the beloved teacher who gave me the first vivid description of its beauty."

It is plain to the observer of the school as it stands, that there is no withdrawal from the earnest purpose with which it began, no letting down, but rather an eager bearing onward of the high standards of the past. The one most impressive thing in its history is its growth, — not altogether in size, but in character and strength, and in adaptation to its work.

The work and the thought of a half century ago are not the thought and the work of to-day. All living organisms follow resembling laws. The Seminary now is no more the Seminary of

fifty years ago, than the matron is the child or young girl she once was. The constitution of each has developed into fitness for new life and work. But the identity remains the same: the will, the purpose, the character, have not changed. They have indeed enlarged, — have shaped themselves, and will ever be shaping themselves in grander moulds.

It was the glance of her eye far on into the future that made this school the cherishing mother, the inspiring friend of her children, from the first. Any work is nobler for opening into the possibilities of a vast horizon, and hers, begun in a consecrated sorrow, has gone on under the illumination of immortal promise.

To the one survivor of the founder's family, to her under whose loving oversight this Seminary for fifty years has lived and grown and unfolded into the maturity of a widely-honored institution, the review of its history must bring real satisfaction.

It is an old and true saying, that the reward of doing a good thing is — to have done it. The existence of a school like this, which has cultivated intellect, and moulded character, and ripened spirituality in womanly lives, and which

begins its second half century with prospects of increasing usefulness, must be to her who has always been to it as a sustaining hand, much more than any thanks which could be rendered into words.

Yet grateful voices, speaking out of the fullness of sincere hearts, are sweet to hear; and gratitude must sometimes be allowed the relief of utterance.

This Seminary is linked with undying existences.

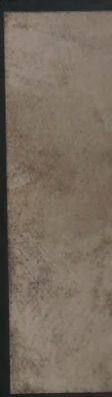
It is more blessed to give than to receive; yet it is not unblessed, it is one of life's purest joys, to receive noble gifts bestowed in noble friendship, gifts which are the more precious because they are not for ourselves alone, but for the enriching and elevating of humanity through us. And she who has been this school's lifelong and most faithful friend must surely feel that she shares with those who have passed from her fireside into the heavenly mansions the thanks of many hearts and minds and souls for its establishment.

There are watchers in the heavens above her. A great company of spirits have passed on from her shelter and guidance into the invisi-

ble light. Like sun-touched clouds, their faces glow and recede, a brooding presence over the school they have not forgotten, even in heaven.

In the midst of that vision, two spirit-shapes lean forward; one with a patriarchal brow, and one with a gentle, womanly face, — the daughter whose monument this school is, and the father who established it in loving remembrance of her. They look with lingering approval upon the progress of a work which is fulfilling the prayer of its consecration, yet their gaze passes beyond; their eyes kindle in the sunrise of a future unseen by mortals. To these glorified spirits the school that has been and the school that will be are one identity, one ever-deepening, ever-broadening life.

And they who watch and love and help on earth share the joy of that heavenly hope and expectation. They, especially, to whom the school has been a true Alma Mater, claim a part in her coming honor and prosperity. They, too, look forward, grateful beforehand for the good that others will receive from her, and believing that the Divine Spirit which has been at the heart of her best endeavors will breathe

through her future undertakings, adding a sacred value to the gifts she brings, and holding the mother in such relations with all her children as shall make them and her inseparably one with the things which are eternal.

BOSTON PUBLIC LIBRARY
3 9999 08726 430 3